

Educational setting Provision for Children and Young People on the Autism Spectrum – Self-evaluation form

STRUCTURE			
Prompt	Entry Level	Developing	Enhanced
1. Do your educational setting's policies promote inclusion and cover children and young people (CYP) on the autism spectrum (AS)?	1.1 Educational setting policies reflect an understanding of the needs of CYP on the AS and actively promote their inclusion. This would include policies covering behaviour, bullying, special educational needs and equal opportunities.	1.1 Educational setting policies reflect best practice within educational setting, are regularly reviewed and updated.	1.1 Policies include input from the whole educational setting community [including stakeholders/families] Policies reflect innovative national and international best practice.
Evidence	1.1	1.1	1.1
	1.2 All staff have access to and are familiar with the educational setting policies, which underpin practice and inform the ethos of the educational setting.	1.2 Staff have ownership of and operate within the educational setting ethos as identified in educational setting policies.	1.2 Staff inform educational setting ethos through continually evolving best practice.
Evidence	1.2	1.2	1.2
	1.3 Clear information in the educational setting brochure re: inclusion of CYP on the AS.	1.3 Educational setting brochure shows a clear understanding of the needs of CYP on the AS.	1.3 Educational setting brochure content is informed by contributions by families of CYP on the AS.
Evidence	1.3	1.3	1.3
	1.4 Clear guidance in the educational setting brochure/ website about how parents can access / support their CYP and how their views will be sought.	1.4 Educational setting brochure/website signposts further sources of information/support [e.g. NAS website].	1.4 Educational setting brochure/ website signposts further sources of information/support including details of local organisations.

Evidence	1.4	1.4	1.4
2. Does your educational setting have strategies in place to lessen a CYPs anxiety when moving between classes or phases of education, in group work or at other busy times?	2.1 Visual timetables are easily accessible.	2.1 Visual timetables are personalised to address the specific needs of the CYP on the AS.	2.1 Visual timetables reflect an understanding of the CYP on the AS learning styles, interests and strengths. They offer structure, independence and flexibility and evolve to meet the specific needs of the individual.
Evidence	2.1	2.1	2.1
	2.2 Flexibility is given to accommodate the individual needs of CYP on the AS, e.g. able to leave just before the end of a lesson, or just after, so as to avoid busy corridors.	2.2 The CYP on the AS specific needs are recognised across all aspects of the educational setting day and supported by all staff.	2.2 The educational setting environment [physical and human] has been adapted to incorporate the needs of the CYP on the AS.
Evidence	2.2	2.2	2.2
	2.3 Use of resources to aid transition to different phases of education, e.g. ASD567, 'pupil profiles', is evident. Use of person centred planning is at the heart of all stages of transition.	2.3 There is a consistence in the recognition of the value of transition aids across all aspects of educational setting life as appropriate to the needs of the individual.	2.3 The views of the CYP on the AS and their family are fully considered when devising macro and micro transition support systems. Transition planning identifies areas, which have proved problematic or challenging for similar individuals in transition and a proactive strategy or plan is in place to address these.
Evidence	2.3	2.3	2.3
	2.4 Educational setting has created a quiet area(s) which	2.4 Educational setting actively encourages and supports	2.4 Educational setting regularly seeks the views of CYP on the

	can be easily accessed by CYP on the AS: includes area(s) that can be accessed during break-times.	CYP on the AS to use less structured times purposefully to expand / extend range of interests and to support life skills development.	AS [and their families] to support and enhance quality of provision. Provision enhances opportunities to evolve skills for life beyond educational setting.
Evidence	2.4	2.4	2.4
	2.5 Awareness of need to reduce complexity (e.g. visual rather than auditory) at times of anxiety.	2.5 Direct teaching of stress recognition and strategies to self manage stress.	2.5 Programme of Emotional Literacy teaching – targets/strategies incorporated into IEP.
Evidence	2.5	2.5	2.5

POSITIVE			
Prompt	Entry Level	Developing	Enhanced
3. Does your educational setting environment help to meet the CYPs learning and social needs? Sensory...	3.1 As appropriate, creation of low distraction workstations within the classroom, with clearly defined spaces for personal equipment and belongings.	3.1 Regularly used resources are clearly labelled using visual cues/prompts and are easily accessible, encouraging independence and self help skills for the CYP on the AS.	3.1 Setting structures reflect an understanding of the CYP on the AS learning styles, interests and strengths. They offer structure, independence and flexibility and evolve to meet the specific needs of the individual.
Evidence	3.1	3.1	3.1
	3.2 'Quiet-time' arrangements in place with clearly established rules and expectations and are consistently applied by all educational setting staff.	3.2 CYP on the AS are familiar with and encouraged to use, as appropriate, 'Quiet Time' areas.	3.2 CYPs views are gathered regarding the educational setting environment so staff can better meet their learning and social needs.
Evidence	3.2	3.2	3.2

	3.3 Careful consideration is given to seating arrangements and the setting of group work activities, to reflect the individual needs of the CYP on the AS.	3.3 Educational setting has considered the sensory issues experienced by many CYP on the AS and made adjustments accordingly, e.g. adjusting lighting, colours on interactive white-boards.	3.3 Plans / programmes are in place that allow CYP on the AS to develop increased tolerance of noise, smells, touch, proximity etc... as appropriate.
Evidence	3.3	3.3	3.3
	3.4 CYP on the AS are given clear choices on what they can do during less structured times, during lessons and break-times.	3.4 Educational setting uses social skills teaching and strategies such as talking partners, modelling actions of conversation etc to support the CYP and transfer these skills to the less structures areas/times.	3.4 Teaching social skills for life and Emotional Literacy are part of the educational setting ethos and integrated into all aspects of learning throughout the day and the setting.
Evidence	3.4	3.4	3.4
4. Is there a flexible but systematic approach to develop the necessary skills for CYP on the AS to join in whole educational setting experiences?	4.1 Well understood routines and rules of conduct, clear verbal instructions and visual signs are used to allow inclusion in whole educational setting experiences such as assemblies, after educational setting clubs, educational setting councils, enhanced access to educational setting trips and community involvement. Opportunities	4.1 In light of these adjustments (mentioned in 4.1 entry), evidence is gathered as to the outcome(s) for the CYP: e.g. what worked? What didn't? What to develop further? ...etc	4.1 The CYP on the AS, views are sought as to what they find difficult and what strategies they find helpful. These are documented in a passport/pen profile [e.g. example can be found in the IDP Autism Primary and Secondary Resources section] to be carried by the CYP and shared with relevant staff.

	are provided so CYP on the AS can practice and generalise skills across a range of contexts.		
Evidence	4.1	4.1	4.1
	4.2 Educational setting information (e.g. room names, rules, time-table) is presented visually, using a system of symbols / pictures / photographs etc...	4.2 Evidence of negotiation (where appropriate) and suitable limited choices for the CYP.	4.2 Evidence of appropriate/ reasonable adjustments to meet the needs of the CYP with rewards/motivators and sanctions being meaningful to the CYP.
Evidence	4.2	4.2	4.2
5. Does your educational setting foster positive relationships between the CYP on the AS and their peers?	5.1 Examples of buddy mentoring schemes, Circles of Friends, peer tutoring, lunchtime clubs and group support systems in both classroom and settings and at break and lunchtime.	5.1 Evidence of the developments or adaptations of support / inclusion schemes to include the individual differences of CYP on the AS. Specific training for staff supervising the clubs and programmes and peer mentors. Use of SEAL or similar programmes.	5.1 The CYP are included in and making positive contributions to the programmes in place. Peers accept and value difference. Staff are aware of and understand individual need and respond positively to differences. Programmes are regularly reviewed and refreshed.
Evidence	5.1	5.1	5.1
	5.2 Evidence that the Educational setting recognises that CYP on the AS could be particularly vulnerable to bullying and that the Educational setting identifies and addresses the	5.2 Evidence of strategies being employed to counteract teasing and bullying and the adverse effects of social and curriculum pressures.	5.2 The Educational setting gives equal emphasis to developing academic potential and to securing emotional and social well being of the CYP on the AS. Programmes of personalised support are

	particular social and emotional needs of CYP on the AS in consultation with the CYP and their Parents /Carers.		specific to individual need and there are opportunities to use individual skills and talents in the wider community.
Evidence	5.2	5.2	5.2
	5.3 There are a range of positive social experiences available with clear choices and guidelines. CYP are aware of an adult to contact if they are experiencing difficulties. Recognition is given to individual need for space and quiet time. Strategies are discussed with all adults in the setting and shared with families and carers.	5.3 Staff support is available to model and teach social skills, and encourage the generalisation of these skills. Evidence of time out areas and strategies to reduce anxiety. Skill generalisation is encouraged through liaison with after educational setting clubs /siblings /extended family.	5.3 Multiple criteria and sources of evidence are used to ensure social experiences are positive and inclusive and recognise individual need in a flexible manner. Educational setting supports families in engaging with clubs, societies etc outside educational setting.
Evidence	5.3	5.3	5.3

EMPATHY			
Prompt	Entry level.	Developing.	Enhanced
6. Has your educational setting accessed recent whole-educational setting awareness training so staff are able to understand and support CYP on the AS?	6.1 A named member of staff e.g. SENCO has accessed recent (in the previous 12 months) training on AS and the information has been cascaded to all staff. Staff share information with other	6.1 All teaching /support staff have accessed recent (in the previous 12 months) training on AS: this could be either off-site, or delivered within educational setting as part	6.1 All staff have accessed recent (in the previous 12 months) training on AS: this could be either off-site, or delivered within educational setting as part of the educational setting's continuous professional

	staff in a formal way when they return from courses / conferences. Supply Teachers are made aware of key AS needs and strategies.	of the educational setting's continuous professional development. The induction programme addresses AS awareness and the policies and practices in the educational setting.	development. There is an ongoing audit of staff training needs and an appropriate professional development programme in AS. Professional development uses and recognises current research.
Evidence	6.1	6.1	6.1
	6.2 Evaluation of the actions taken as a result of the training – evidence of progression and actions taken to acknowledge that the CYP on the AS has a unique and different viewpoint.	6.2 Evaluation of how the training was applied in educational setting and extended /shared with parents or carers. Evidence of the recognition and valuing of the unique and different viewpoint of CYP on the AS.	6.2 Professional development of all staff in the setting is regularly reviewed and refreshed with specific reference to individual staff needs, new research and the individual needs of CYP on the AS.
Evidence	6.2	6.2	6.2
	6.3 Educational setting resources are regularly reviewed and renewed and staff are aware of available resources and the appropriate use. Up to date bank with social skills programmes, books, visual timetables etc. Opportunities exist to extend learning through technology.	6.3 Technology is used across the curriculum to enhance and personalise learning .	6.3 Resources are relevant and regularly updated. The use of technology enhances access to the curriculum. Staff demonstrate their knowledge of resources and technology in maximising inclusion and achievement.
Evidence	6.3	6.3	6.3

<p>7. Are all staff who teach CYP on the AS aware of their individual needs, and where applicable, adapt the curriculum (lessons / activities etc...) to meet these needs?</p>	<p>7.1 All staff have been given relevant information about individual CYP on the AS.</p>	<p>7.1 'Pupil profiles', 'pen pictures', 'information cards', 'pupil passport' (from IDP Autism resource) are used by all staff.</p>	<p>7.1 All staff have a shared understanding of AS All staff understand how AS impacts on each individual and can evidence strategies that are in place and work.</p>
<p>Evidence</p>	<p>7.1</p>	<p>7.1</p>	<p>7.1</p>
	<p>7.2 All staff have copies of the CYPs current IEP.</p>	<p>7.2 Information is shared regularly with all teaching staff in relation to the CYP concerned, e.g. information disseminated via department/key stage/ staff meetings where IEPs are discussed and reviewed.</p>	<p>7.2 IEPs are taken into account when planning every teaching session. IEPs are shared with CYP and parents and there is evidence of progression.</p>
<p>Evidence</p>	<p>7.2</p>	<p>7.2</p>	<p>7.2</p>
	<p>7.3 Evidence of curriculum adaptations within each teaching session and activity.</p>	<p>7.3 Curriculum adaptations would include enhanced use of visual material and prompts; pre-teaching of vocab, and key topic information; access to alternative means of recording; appropriate use of language; allowing time to process information and to produce a response, etc...</p>	<p>7.3 Staff have used the 'Skills and Behaviour Checklist' and/or 'Sensory Profile' from the IDP Autism resource to establish a CYP's strengths and areas of difficulty. CYP on the AS are given opportunities to follow their special interests.</p>
<p>Evidence</p>	<p>7.3</p>	<p>7.3</p>	<p>7.3</p>

	7.4 Self-management strategies (e.g. traffic lights; stress thermometer; relax “sessions”; down-time) are recognised by all staff.	7.4 CYP on the AS are encouraged to use self management strategies, as appropriate, by all staff.	7.4 The educational setting will support the CYP on the AS to develop self- management strategies which are transferable.
Evidence	7.4	7.4	7.4
	7.5 The educational setting regularly shares information with parents/carers. (brochure, newsletter, reviews, IEPs).	7.5 There are strategies to engage and support hard to reach parents/carers. (home visits, open days, information sheets, sign posting).	7.5 Parents/carers are actively involved in developing provision. (Governors, Parent support group, Friends of the educational setting integration with other children’s services).
Evidence	7.5	7.5	7.5
	7.6 Liaison: Outreach/Other partners (e.g. S<, OT) Educational setting is aware of other services, including the voluntary sector, where help and information can be obtained.	7.6 The Educational setting networks with other educational settings, colleges and groups to share good practice.	7.6 The educational setting has a regional and national overview whereby research and innovation are used to impact on the quality of provision.
Evidence	7.6	7.6	7.6
8. Do all staff adopt AS friendly communication strategies?	8.1 Staff use the CYP’s name or a <u>visual</u> prompt to gain attention before speaking to them.	8.1 Staff provide <u>visual</u> cues for the CYP on the AS in the form of timetables, key subject words and language.	8.1 Staff use differentiated <u>visual</u> communication/supports (e.g. objects/pictures/symbols or signs/ written information and instructions, voice output communication aids).
Evidence	8.1	8.1	8.1
	8.2 Staff are aware of the language and communication	8.2 Staff use language that is appropriate to the	8.2 Language and communication are consistently modified

	difficulties that may be experienced by CYP on the AS.	individual CYP: e.g. reducing language to words/phrases, allow processing time, avoid the use of non-literal language, such as metaphors, idioms, sarcasm etc...	across the setting to meet the needs of the CYP on the AS.
Evidence	8.2	8.2	8.2
	8.3 Lesson plans clearly indicate the sequence of activities that are to take place and the proposed time frame.	8.3 Lesson plans are differentiated to take account of the language and communication needs of CYP on the AS.	8.3 Evidence of flexibility in the lesson plans to meet the needs of CYP on the AS.
Evidence	8.3	8.3	8.3
	8.4 Pupils' views are sought as to what is helpful/unhelpful.	8.4 Pupils' views are used to inform future planning.	8.4 A system is in place to consistently seek the views of the CYP on the AS.
Evidence	8.4	8.4	8.4
	8.5 Staff recognise the positive potential of the CYP's interests.	8.5 Staff use the CYP's interests and experiences as a basis for developing learning.	8.5 Staff extend the interests of the CYP on the AS in an age appropriate manner.
Evidence	8.5	8.5	8.5
9. Does your educational setting develop IEPs with all relevant persons, including the CYP on the AS, and are all staff aware of the targets?	9.1 Measurable (SMART) IEP targets are developed through discussion with all involved, including the CYP on the AS and the parents, and are written in clear, comprehensible language	9.1 Within the IEP, support strategies are clearly identified and consistently used throughout the learning environment. There are appropriate methods in place for	9.1 Opportunities for self monitoring and self-assessment are incorporated into the IEP. Individual planning demonstrates the involvement of a range of professionals, parents and the

	and address the unique characteristics of the CYP, including the triad of impairment.	helping the CYP on the AS to reflect on and evaluate their IEP progress.	CYP on the AS. Individual plans demonstrate approaches and methods that encourage the CYP on the AS to be motivated by the educational, recreational and social opportunities they are offered.
Evidence	9.1	9.1	9.1
	9.2 Information is available and presented in a “user friendly” format, that is, using: <ul style="list-style-type: none"> • visual material (photos, symbols, objects of reference, models) • sign or non-verbal signal • ICT • materials and resources suitable for the learning styles and preferences of CYP with AS. 	9.2 There is consistency of use of ‘user-friendly’ formats and accessibility to them throughout the learning environment. There is evidence of developmental and age appropriate modifications. This is supported by all staff.	9.2 There is evidence of the understanding of the value of ‘user friendly’ visual support strategies and learning style preferences in lesson planning, differentiation and delivery across all aspects of the educational setting.
Evidence	9.2	9.2	9.2
	9.3 Children are encouraged to attend/ contribute to their reviews, or part of, where appropriate. Their wishes are respected when not in attendance. Information is available to CYP on the AS on the following: <ul style="list-style-type: none"> • the roles of the professionals involved 	9.3 CYP is supported to make enhanced contributions to reviews either in person or through targeted pre-review discussions/questionnaires e.g. self reflection on their successes, identification of areas for	9.3 When appropriate, the CYPs’ family and other professionals are able to reflect on the impact of an AS diagnosis and how working together, the CYP can be further supported to develop the skills necessary to experience a fulfilling life.

	<ul style="list-style-type: none"> • the assessment and reviewing processes • the choices available. 	further support.	
Evidence	9.3	9.3	9.3
	9.4 All members of the educational setting are responsible for enabling the CYP on the AS to achieve IEP targets.	9.4 Educational and pastoral members of the educational setting have knowledge of and work cooperatively to support target achievement and skills generalisation across environments.	9.4 Families and other professionals are committed to enhancing opportunities for the CYP on the AS to achieve and generalise IEP targets across all environments.
Evidence	9.4	9.4	9.4
	9.5 There is a Record of Achievement [ROA] which includes, written, photographic, assessment profile, certificates, self-monitoring processes for each CYP on the AS.	9.5 ROA focuses on the development of the 'whole' CYP –academic and social.	9.5 ROA evidences all aspects of the CYP's life e.g. evidence of multi-agency working, generalisation opportunities and reflects the core needs of a CYP on the AS.
Evidence	9.5	9.5	9.5
	9.6 Teaching is informed by assessment of the CYP's progress towards IEP targets.	9.6 Over a period of time, IEP targets show a clear developmental hierarchy of skills. Reviews indicate IEP successes and ways forward. Teaching strategies are identified and reflect upon during IEP reviews.	9.6 IEP targets identify personalised learning pathways which maximise potential and result in sustained skill development and application.
Evidence	9.6	9.6	9.6

LOW AROUSAL			
Prompt	Entry Level	Developing	Enhanced
10. Do staff view challenging behaviour as a form of communication: as the result of an interaction of factors, relating to the environment and the demands made on the pupil?	10.1 Behaviour is understood from the CYP's perspective and a flexible, multi-faceted approach to managing the behaviour is adopted in light of this, which is based on the specific needs of the CYP: this might involve altering the environment in some way, adapting the curriculum, providing time-out opportunities, increased use of visual prompts, use of Social Stories etc...	10.1 Behaviour is analysed and there is written evidence of the analysis used e.g. Iceberg, C-Star, ABC, 8-point scale.	10.1 Evidence of effective intervention seen in reduction of number of time-outs and exclusions of CYP on the AS.
Evidence	10.1	10.1	10.1
	10.2 The educational setting liaises with the home setting in order to ensure behaviour is managed on a consistent basis.	10.2 All staff and agencies are aware of and use behaviour management strategies consistently for each CYP on the AS.	10.2 There is evidence that the CYP on the AS is benefitting from these strategies - progress shown through IEP targets, evidence as in 10.1.
Evidence	10.2	10.2	10.2
	10.3 Staff use a range of meaningful rewards for encouraging and reinforcing appropriate and positive behaviour. Staff are aware that physical intervention is	10.3 There are clear and consistently applied consequences for inappropriate behaviour and it is understood by all staff that some	10.3 Policies on rewards and consequences are regularly monitored and evaluated to meet individual needs. This information is then used to inform future planning.

	particularly difficult for CYP on the AS and would never use this except in exceptional cases.	'traditional' consequences maybe seen as rewards by CYP on the AS, e.g. loss of play-times etc...	
Evidence	10.3	10.3	10.3

LINKS			
Prompt	Entry Level	Developing	Enhanced
11. Does your educational setting have clear internal procedures to provide advice and support to staff on AS and for staff to feedback to the SENCO or named person for AS support?	11.1 It is recognised that there is a need for staff to be able to discuss / raise issues and research further information.	11.1 Staff have a knowledge of AS and know where to access information.	11.1 There is an ongoing audit of staff knowledge and skills.
Evidence	11.1	11.1	11.1
	11.2 The educational setting positively promotes AS professional development opportunities , e.g. through staff notice board, emails etc.	11.2 Staff are supported and encouraged to participate in CPD opportunities.	11.2 Staff share information with others in a formal way when they return from courses/ conferences. This happens on a consistent planned basis.
Evidence	11.2	11.2	11.2
	11.3 Staff are encouraged to access the IDP Autism resource as a means of furthering their knowledge of CYP on the AS.	11.3 IDP Autism is used on a consistent basis across the educational setting.	11.3 Evidence that IDP Autism has changed practice and has impacted positively. (Eg. increased staff awareness, change in teaching style, positive impact upon CYP

			etc).
Evidence	11.3	11.3	11.3
12. Does your educational setting have a named person to co-ordinate information about CYP on the AS and who is able to identify any areas of difficulty a CYP on the AS may encounter?	12.1 Pre-entry information, planning, co-ordinating interventions, and monitoring progress is co-ordinated by a named person.	12.1 The named person will understand each CYP's needs and work with staff to address them. In a secondary educational setting there is a system that enables a representative (teaching or support staff) from each subject department to work with the named person.	12.1 The named person is given sufficient time to undertake and develop this role. The named person is available to support anyone who has daily contact with a CYP on the AS.
Evidence	12.1	12.1	12.1
	12.2 The named person, who has knowledge of all CYP on the AS, is available to discuss any concerns a CYP may have. The CYP knows who their named person is to discuss any concerns.	12.2 CYP is given clear guidelines on how to approach and share concerns with the named person. There is also a system in place for staff to liaise with the named person.	12.2 Evidence of actions taken by named person – parent liaison, communication with external agencies etc... and how this has impacted on CYP and practice throughout the educational setting.
Evidence	12.2	12.2	12.2
13. Are both informal and formal opportunities made for parents / professionals and educational setting to exchange and update information on AS?	13.1 There are a range of information systems in place, which ensure that relevant details and programmes are shared, e.g. home-school diaries, homework diaries,	13.1 The named person for AS in the educational setting has established good links with the relevant agencies (e.g. Educational Psychology, Autism/ Asperger's	13.1 The educational setting has made links with local and national sources of information on AS, regularly updates their information base, disseminates the information to colleagues and

	information about clubs, lunch-time organisation, school website.	Outreach Service, Speech and Language Therapy Service) and local AS support groups and is able to share any information with staff and parents.	parents and uses the information to identify staff training needs and to inform their autism-practice.
Evidence	13.1	13.1	13.1